A Brief Review of our Equity and Student Success Work in Context
June 10, 2011

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The Community We Serve

- The youngest, most Latino, and most Spanish-speaking in the nation (100,000+)
- 500,000 residents with 260,000 over 18 years of age (potential SAC students)
- Families below poverty level double that of U.S.
- BA or higher degree attainment is 1/3 that of Orange County overall.
The Current SAC Student Population

College Credit (on-campus)

- **16,131 students** (60% Latino, 15% Caucasian, 14% Asian, 2% African American, 1% Native American)

Goals upon entry/Related Outcomes

- AA Degree/Transfer to universities = 59%
- Employment-related = 13%
- Vocational Certificate = 4%
- Transfer increased by 77% from 1,240 to 2,193 (closing the achievement gap for Latinos).
- AA/AS degrees were level at approximately 1,350.
- Certificates more than doubled from 487 to 1,094.

School of Continuing Education

- **12,696 students** (88% Latino, 8% Asian, 2% Caucasian, 1% African American)
The Santa Ana Partnership Structure

Evaluation Team

A Leadership Team and Professional learning Community

Achieving College

Padres Promotores

Feeder Pattern School Site & Administrative Team Meetings

The Santa Ana Partnership
Santa Ana Unified School District, Santa Ana College, California State University, Fullerton, the University of California at Irvine, CBO’s and Business Partners

Higher Education Centers (HEC)

Student Promotores & Academic Tutors

CBO’s, Civic & Business Partners, Donors

Strategic Initiatives and Policy Efforts
### Measurable Math Objective

**Non-Negotiables**

- **All 9th grade Alg. I students will raise their CST score by 10 points by June 2010.**
- **60% of the 9th grade Alg. I students will earn a letter grade of C or better by June 2010.**

### District Administration

- Hire sufficient numbers of Highly-Qualified-Subject Certified teachers
- Train administrators on Data Director and data analysis
- Video teachers in Algebra courses to utilize for staff development
- Develop placement criteria to be implemented in algebra

### Intermediate & High School Principals

- Focus classroom walk-throughs & ensure lesson plans are implemented with emphasis on student engagement.
- Conduct quarterly data chats (following each benchmark)
- Ensure the master schedule provides a sufficient number of math sections for grade level/intervention course support
- Oversee registration, placement and course – specific teacher assignments
- Participate in quarterly vertical learning meetings and peer observations

### Higher Education Partners

- Offer pathway to college services at all partnership schools
- Provide supplemental academic institutes for secondary students
- Provide content-experts to coach teachers
- Continue to provide opportunities for staff development for teachers, administrators and counselors

### District Curriculum Specialists

- Conduct teacher training for teachers of 9th grade, grade level and intervention courses in specific instructional strategies
- Facilitate staff development to implement Benchmark results

### Intermediate/HS Counselors

- Schedule/place 9th grade students into prescribed math classes and support/intervention classes,
- Meet every semester for one on one advisement
- Include course placement criteria in registration packet

### Parents

- Attend at least one parent meeting during which they will be informed and will review the graduation requirements, including (a-g) courses and CAHSEE requirements

### Teacher

- Ensure successful completion for all students by using diagnostic pre-post/common assessments, following the established curriculum and pacing guides and data to differentiate instruction as needed
- Participate in quarterly data chats, conducted by Principals and Assistant Principals following each benchmark
- Have lesson plans that follow an agreed upon format to be used to guide instruction and evidence student engagement daily in the classroom.
SAUSD to SAC English Placement: A 2000–2010 Comparison

- Basic (Basic): 54% (2000), 25% (2010)
- Proficient (Composition): 17% (2000), 26% (2010)
SAUSD to SAC Math Placement: A 2000–2010 Comparison

- BB–FBB (Arith/Pre-Algebra)
  - 2000: 45%
  - 2010: 26%

- Basic (Ele Algebra–Geometry)
  - 2000: 46%
  - 2010: 45%

- Prof–Adv (BA Applicable)
  - 2000: 9%
  - 2010: 29%
Here at Santa Ana College
Fall 2009 First Time Freshmen

<table>
<thead>
<tr>
<th>Semester</th>
<th>Full-time Students</th>
<th>Part-time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td>719 (100%)</td>
<td>3,463 (100%)</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>668 (93%)</td>
<td>1,523 (44%)</td>
</tr>
<tr>
<td>3rd Semester</td>
<td>590 (82%)</td>
<td>1,073 (31%)</td>
</tr>
</tbody>
</table>

Full-time Students:
- 1st Semester: 719, 100%
- 2nd Semester: 668, 93%
- 3rd Semester: 590, 82%

Part-time Students:
- 1st Semester: 3,463, 100%
- 2nd Semester: 1,523, 44%
- 3rd Semester: 1,073, 31%
SAC Credit Course Success Rates: By Subject Area

- Non-traditional courses (Criminal Justice, Fire, Sheriff’s Academies = 98%)
- The rest = 64% overall *average*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Success Rate</th>
<th>Subject</th>
<th>Success Rate</th>
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<tbody>
<tr>
<td>Occupational Therapy</td>
<td>90%</td>
<td>Anthropology</td>
<td>65%</td>
</tr>
<tr>
<td>Speech &amp; Lang (SLPA)</td>
<td>86%</td>
<td>Business</td>
<td>59%</td>
</tr>
<tr>
<td>Nursing</td>
<td>85%</td>
<td>English</td>
<td>61%</td>
</tr>
<tr>
<td>Manufacturing/diesel</td>
<td>83%</td>
<td>Psychology</td>
<td>56%</td>
</tr>
<tr>
<td>Physics</td>
<td>67%</td>
<td>Welding</td>
<td>56%</td>
</tr>
<tr>
<td>Music</td>
<td>66%</td>
<td>History</td>
<td>53%</td>
</tr>
<tr>
<td>Math</td>
<td>48%</td>
<td>Political Science</td>
<td>62%</td>
</tr>
</tbody>
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2015 Goals: All Hands on Deck

CLASSROOM PROFESSORS
- Review data
- Study SLO’s
- Share best practices
- Engage both full and part time faculty

SUPPORT SERVICES
Supplemental Education
- Math
- English-Reading
- All subjects
- Study Skills

PROFESSIONAL DEVELOPMENT
- Integrate Basic Skills into Core Curriculum *LAUNCHED* Sp 2011
- 86% of 1st time freshman (Basic Skills level) are concurrently enrolled in college level courses

SAC STUDENT
- Attend class
- Do homework
- Use resources
- See professor & counselor
- Apply for Financial Aid

COUNSELING
- Assessment
- Placement
- Advisement
- Educational Planning

2015 GOAL:
Course Success From 64% to 74%
&
Persistence From 60% to 70%

$$$ STUDENT & COLLEGE $$$
- Federal/state/private/local
- FA/Scholarships (Year-round awarding, Futures Fund, Microloans)

POLICIES AND ORGANIZATIONAL STRUCTURE
- Aligned to maximize student success & equality of educational opportunity

FACILITIES AND TECHNOLOGY
- Quality of academic and support service facilities
- State of the art technology
CUE–Specific Tools Support the Process at Santa Ana College

- **Benchmarking Team:** Linking BSI and Student Success/Equity Efforts (2009)
- **BESST Review:** Student progress through key discipline sequences (2011)
- **The Syllabus Project:** Faculty reflection on the use of the syllabus as a tool to enhance student success (key elements that are present, absent, included elsewhere, not needed)
Benchmarking Equity and Student Success Tool™ (BESST™)

Santa Ana College
Baseline Data: Current Rates for Students who Placed In Basic Skills (Math/English) Courses in Fall 2005

Starting Cohort: 807
Successful: 227
Not Successful: 580
End: 743
Successful: 64
Not Successful: 679
Cohort Degree Obtainment: 64% or 7.9%
SAC University Transfer: Five Year Perspective

<table>
<thead>
<tr>
<th>Year</th>
<th>CSU</th>
<th>UC</th>
<th>Private</th>
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<tbody>
<tr>
<td>2005-06</td>
<td>762</td>
<td>156</td>
<td>387</td>
</tr>
<tr>
<td>2006-07</td>
<td>738</td>
<td>218</td>
<td>456</td>
</tr>
<tr>
<td>2007-08</td>
<td>801</td>
<td>204</td>
<td>576</td>
</tr>
<tr>
<td>2008-09</td>
<td>939</td>
<td>234</td>
<td>357</td>
</tr>
<tr>
<td>2009-10</td>
<td>997</td>
<td>215</td>
<td>613</td>
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• All 6th graders and their parents sign a college pledge that is part of the academic curriculum, activities continue annually through HS graduation.

• All SAUSD HS graduates that enroll in SAC register for classes while still in high school and are guaranteed transfer admission to CSUF or UCI.

• All with financial need receive financial assistance while at SAC.